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ABSTRACT

These two research summaries provide information on the educational and employment activities of graduates of the Community College of Philadelphia (CCP). The first research brief draws from a 1986 survey of recent graduates and non-returning students, and from data on student characteristics and academic achievement for 490 of the 502 respondents. The following findings are highlighted: (1) males earned on average \$2,285 more per year than females, while White respondents reported wages averaging \$2,772 more per year than those reported by Black respondents; (2) males were slightly more likely than females to continue their education beyond CCP; and (3) there were no differences in grade point average (GPA) while at CCP between those who transferred and those who did not, nor were there any differences in GPA associated with reason for enrolling. The second research brief extracts follow-up data from 1983 to 1985 Performance Indicators Reports, highlighting a number of trends. Over 47% of the students who left CCP between 1983 and 1985 had transferred to another college within 9 months of leaving. Graduation and transfer patterns did not vary dramatically by race, though Blacks were less likely to graduate than Whites, and White graduates were less likely to transfer than Black graduates. Subject to the caveat of small sample sizes, Asian students tended to be most likely to enter the labor market and/or transfer, while Hispanic students tended to be least likely to transfer. (UCM)

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**EDUCATIONAL AND CAREER OUTCOMES FOR
SUBPOPULATIONS OF RESPONDENTS
TO THE
1986 SURVEY OF FORMER STUDENTS**

**INSTITUTIONAL PERFORMANCE INDICATORS:
A SNAPSHOT OF FORMER STUDENT
EMPLOYMENT AND TRANSFER ACTIVITIES**

Office of Institutional Research
Community College of Philadelphia

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IN-BRIEF #41
Wayne S. Obetz
October 27, 1987

**EDUCATIONAL AND CAREER OUTCOMES FOR SUBPOPULATIONS OF
RESPONDENTS TO THE 1986 SURVEY OF FORMER STUDENTS**

In the Summer of 1986, the Office of Institutional Research conducted a survey of recent graduates and non-returning students in which students evaluated the College and gave information about their current educational and career situations. In addition to the information students provided, data on student sex, age, race, curriculum, grade point average (GPA) and reading and writing test scores were provided by the Computer Center for 490 of the 502 respondents.

Of the respondents for which this information was available, 72% are female, 28% male. One hundred forty five

For a listing of all programs and disciplines within each curriculum, see Table 1. Table 2 shows the representativeness of the survey sample to the college population. Among the respondents, females, whites, and those 40 and over are overrepresented, regardless of graduation status. Non-business career graduates and Allied Health non-returners were also overrepresented. Regardless of graduation status, males, blacks, and General Studies students were underrepresented. Also those graduates between 25 and 29 years of age were underrepresented. For additional information on the survey, see Institutional Research Report #38.

Subpopulation Educational and Career Outcomes
1986 Former Student Survey

(145) were enrolled in a Business curriculum (30%), 121 in General Studies (25%), 93 in a non-business, non-Allied Health career curriculum (19%), 86 in Allied Health (17%), 40 in a transfer curriculum (8%), and 5 in Community Services (1%). Race information shows 7 Asian Americans (1%), 13 Hispanics (3%), 219 Blacks (45%), 232 Whites (47%), and 19 that did not fit into any of the listed race categories (4%). Twenty five percent (25%) were 24 or younger, 23% between the ages of 25 and 29, 30% between 30 and 39, and 22% were 40 or older.

RESULTS

Males earned (on average) significantly more than did females (\$20,391/yr. vs. \$18,106/yr., $p=.02$). White respondents claimed a higher yearly income than did black respondents (\$20,241 vs. \$17,469, $p=.005$). Earnings were least for those 24 and younger (\$16,244) and most for those between 30 and 39 (\$20,460). Those 40 and above and 25 to 29 fell between these extremes, annually earning an average of \$20,027 and \$18,307, respectively. Curricular differences in salaries appeared as well, with those having pursued a non-business, non-Allied Health career curriculum earning an average \$15,741 annually, while those in Allied Health reported earnings of \$21,928. Students who chose a business curriculum claimed earnings of \$19,913 per annum; those from a transfer curriculum earned an average of \$18,514; and finally, those students who had been in General Studies reported annual earnings of \$17,226.

Reported GPAs at the transfer college were not different

Subpopulation Educational and Career Outcomes
1986 Former Student Survey

for any of the curricular groups, nor were they different when considering sex, age, or graduation status of the respondent. Differences were found, however, when race was considered, with white respondents reporting a transfer GPA averaging 3.14, while their black cohorts reported an average GPA of 2.76 ($p < .001$). Transfer GPAs for all students were positively correlated with GPAs earned while at CCP ($R = .516$, $p < .0001$).

Males were slightly more likely than females to continue their education beyond CCP (52.9% vs. 41.5%, $p < .05$). Significant curricular differences were associated with transfer to another school after CCP. Those in transfer curricula were most likely to transfer, with 77.5% of the transfer-oriented respondents having done so. Those in Allied Health programs were least likely to transfer, with only 16.3% transferring. Sixty two percent (62.0%) of the General Studies students transferred, 46.2% of those in non-business, non-Allied Health career curricula transferred, and 37.2% of those in business curricula transferred. There were no age nor race related differences for those deciding to transfer.

Students who were enrolled in Allied Health or Business curricula were most likely to have enrolled to develop job skills, while those in General Studies or transfer curricula were most likely to have enrolled to gain transfer credit. Those in the 40 and over age group were more likely than younger students to have enrolled for personal interest or to improve job skills, while those in the lower two age

Subpopulation Educational and Career Outcomes
1986 Former Student Survey

categories (24 and below, 25 to 29) were more likely than the older students to have enrolled for transfer credit. No sex or race related differences were found for reason for enrolling.

Those finding Community College effective earned a higher GPA while attending the College than did those finding CCP ineffective (3.00 vs. 2.71, $p=.002$). There were no differences in CCP GPA between those who transferred and those who did not, nor were there any differences in GPA associated with reason for enrolling.

Subpopulation Educational and Career Outcomes
1986 Former Student Survey

Table 1

Programs and Disciplines within Curricula

Business

Accounting
Clerical
Computer Operations
Data Processing
Economics
Finance
HRIM
International Trade
Management
Marketing
Office Sciences
Real Estate Management
Retail-Fashion Buying
Retail Management
Secretarial Sciences

General Studies

General Studies
General Studies with interest in other program
or discipline

Non-Business Career

Architectural Technology
Automotive Technology
Chemical Technology
Construction Technology
Electronics Engineering
Fire Science
Technical Drafting
Alcohol/Drug Abuse
Early Childhood Education
Justice
MHSS
Public Management
Social Gerontology
Interpreter Education
Sign Language

Subpopulation Educational and Career Outcomes
1986 Former Student Survey

Table 1 (cont.)

Programs and Disciplines within Curricula

Allied Health

Cardiovascular Technology
Dietetic Assistant/Technician
Dental Assisting
Dental Hygiene
Electrocardiogram Technician
medical Assisting
Medical Records Technology
Medical Records Assistant/Technician
Nursing
Radiologic Technology
Respiratory Therapy Technology

Transfer

Library Technology
Art
Journalism
Music
Photography
Engineering Science
Pre-Education
Associate in Arts
Associate in Science

INSTITUTIONAL **IN BRIEF** RESEARCH

Community College

of Philadelphia

INSTITUTIONAL PERFORMANCE INDICATORS

A SNAPSHOT OF FORMER STUDENT EMPLOYMENT AND TRANSFER ACTIVITIES

As a part of the College's on-going effort to understand the effectiveness of educational programs and services, a series of Institutional Performance Indicators are currently being developed. This data will provide comparable information across programs and disciplines and will facilitate internal comparison of students' progress, academic achievements and assessments of institutional experiences. Where data are available, comparisons will also be made to external research findings on two-year college student outcomes. The Performance Indicators will provide a common data set for use in the academic audits.

The Performance Indicators can be reported by race, sex and age for most programs. Thus, a program or discipline staff may not only compare data on their students with students in other programs or disciplines at the College, but they may also examine the extent to which different student sub-populations served by the program or discipline are experiencing different outcomes.

The following table, extracted from The Performance Indicator Reports, provides information on the current demographics of the student body and recent graduates relative to the adult population distribution in Philadelphia. Summary information on post-CCP activities with respect to employment and transfer is provided. As a frame of reference, also shown is the percentage of students indicating transfer as a goal at the time of entry.

Post-CCP activity information is developed from survey data. In order to reduce sampling errors, measures related to transfer and employment experiences are based on all responses for the last three years. As the note to the attached table indicates, information reported on graduates' post-CCP activities is believed to be more reliable than that reported for non-graduates. Current initiatives to measure institutional effectiveness should help to establish the reliability of information for non-graduating former students.

In reviewing the attached data, several patterns should be noted:

1. Inconsistent with the results of a number of national studies of community college students, the transfer function appears to be alive and well at CCP. Over forty-seven percent of the students who left the College reported they had transferred within nine months of leaving the College.
2. The graduation and transfer patterns did not vary dramatically by race category. Blacks were less likely to graduate than White students. However, Black graduates were more likely to transfer than White graduates.
3. Whites were more likely than Blacks to have secured employment after leaving CCP.
4. Subject to the caveat of small sample sizes, the former Asian students appeared to be the most likely to enter the labor market and/or to transfer. Hispanic students were the least likely to transfer.
5. Given the reality that some students will have elected to postpone transfer until after the nine-month follow-up surveys are completed, the transfer rates appear to be reasonably consistent with goals reported by entering students.
6. Temple University may be declining in importance as a transfer institution. Only thirty-two percent of recent former students reported that they had transferred to Temple.

For more information on the Institutional Performance Indicators, contact the Office of Institutional Research. Detailed Institutional Performance Indicator Reports will be issued on an on-going basis as data becomes available.

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**EMPLOYMENT AND TRANSFER PATTERNS 1983-1985
(BY RACE CATEGORY IN PERCENTAGES)**

	Black	White	Hispanic	Asian	College- Wide
1980 Philadelphia Population Distribution Age (15-65 Years)	36.6	58.6	3.4	1.2	-
All CCP Students Fall 1985 (On-Campus)	55.7	34.8	4.4	5.1	-
CCP Students Who Indicate They Plan To Transfer Upon Entry (On-Campus Students)*	52.2	49.3	53.3	57.1	51.3
CCP Grade (1986)	51.4	41.0	3.8	3.8	-
Grads Who Transfer Within Nine Months of Leaving CCP*	49.3	39.8	30.7	62.1	47.4
Non-Grads Who Transfer Within Nine Months of Leaving CCP*	42.0	48.1	29.0	56.3	43.0
Grads Who Worked Either Full- or Part-Time Within Nine Months of Leaving CCP*	60.1	73.2	59.4	72.0	66.3
Non-Grads Who Worked Either Full- or Part-Time Within Nine Months of Leaving CCP*	49.5	53.1	55.4	78.1	51.1
Percentage of Graduate and Non-Graduate Transfer Students Who Went to Temple*	32.6	28.3	37.0	25.0	31.9

*These percentages are derived from total number of students in the race category. For example, 49.3% of all Black graduates transferred. Columns do not add to 100% since response categories are not mutually exclusive. Students can report they are both working and attending another college. Sample sizes associated with Hispanic and Asian post-CCP transfer and employment information are small. Percentages for these two groups may be unreliable.

Note: Information on post-CCP transfer and employment activity is derived from surveys which are conducted approximately nine months after the student leaves CCP. Response rates by graduates to the questionnaire are approximately 50% and are believed to be unbiased representations of the graduating class. Response rates by non-graduates are typically in the range of 30-35% and may not reflect adequately the profiles of all non-returning students. Current institutional effectiveness studies will help to identify the extent to which certain student sub-populations (e.g., developmental/ remedial students) are misrepresented by the above values. Non-returning students who enrolled only at off-campus locations are not included in the surveys.